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| **Department:** | | **World Languages** | |
| **Course:** | | **Heritage Learners Level 3** | |
| **Theme:** | |  | |
| **Topic:** | | **Moderno v tradicional** | |
| **Learning Scenario** | | Students will be able to compare and contrast topics from history to modern times. | |
| **Standard(s):** | |  | |
| **Desired Results** | | | |
| **Understandings** | |  | |
| **Essential Questions** | |  | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
|  | | | Use the preterite and imperfect tense to relate events from the past. |
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|  | | | Identify the different levels and use verbs from Bloom’s taxonomy to question a variety of texts, fiction and non-fiction |
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|  | | | Understand and use new vocabulary pertaining to modern and traditional issues in reading both fiction and non-fiction. |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read and listen to information about historical and modern times in Latin America. Complete a written activity combining the information with opinions and thoughts. | | |
| Interpersonal | Communicate in a conversation about past and present belief systems in Latin America. | | |
| Presentational | Communicate ideas about traditional music to its influence on modern music from Spanish speaking countries. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| Cornell-Notes/written summaries.  Complete pre-assessment and post-assessment of vocabulary knowledge.  Write an e-mail to the King of Spain. | | | Complete an essay comparing the efforts of Chilean students to continue free public education and another movement in American history using protesting as a means for change.  Create a poster comparing Don Quijote and Ofelia from *Pan’s Labyrinth* as traditional v modern heroes. |
| Learning Activities | | | |
| 1. Read first 3 chapters of *Don Quijote* putting ideas into modern day expressions. Students will make a cartoon depicting the story. 2. Watch *Pan’s Labyrinth* and decide if Ofelia’s life is fantasy, reality, or both. Compare her life with that of Don Quijote. What differences and similarities can the students find? 3. Students will see several pieces of artwork that are considered modern and traditional. They will make a Venn Diagram comparing two of the works and explain how modern and traditional art may vary. 4. Students will watch the video “Shock” by Ana Tijoux showing the Chilean student movement. The class will then brainstorm and research other movements in American history that have led to change. 5. Read “La Carta de Cortés”. 6. Read “Música tradicional hispana”. 7. Read an email from a teacher to parents explaining the importance of “Day of the Dead”. How have traditional holidays changed in today’s modern world? 8. Listen to “En Durango comenzó”—a traditional Mexican corridor that mentions Pancho Villa. Students will define what “corrido” means. Then, we will listen to a “narcocorrido”, a new genre of this traditional song and compare the definitions. How has this music changed? Should it be censured? What implications does it have on Mexico-US relations? Is it the latino gangsta rap? 9. Students will describe their childhood vs. actions that happened last week. How do you compare these two pasts? | | | |
| Resources | | | |
| Cuaderno para hispanohablantes-*Avancemos 3*  *Contemporary Latin American Literature*  *Convocación de palabras*—lectura y redacción  *Descubre-lengua y cultura del mundo hispánico*  *El español para nosotros*-nivel 2 libro y cuaderno  [www.zambombazo.com](http://www.zambombazo.com)  Movie, *Pan’s Labyrinth*  Various internet sites about narcocorridos, including time magazine and npr. | | | |